

Montana Early Childhood Connections: *linking standards and guidelines for best practices.* **2006**

*Connecting the Montana Early Learning
Guidelines, Head Start Performance
Standards, Montana Early Care & Education
Knowledge Base, and the Montana K-12 Standards.*

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INTRODUCTION

When the Montana Early Learning Guidelines were created in 2003, the Head Start Performance Standards and Child Outcomes were used as a foundation. The Knowledge Base and K-12 standards were also used as guides. The process of creating the Early Learning Guidelines was prompted by the Federal Child Care Bureau. The Early Childhood Services Bureau of DPHHS contracted with the Early Childhood Project at MSU to lead the effort. A large group of diverse professionals gathered to create the Montana Early Learning Guidelines.

Our goal in producing this “Connections” document is to provide a single source of information for all adults who teach and care for young children in Montana. It is especially intended for the education staff of Head Start programs and elementary school staff to show the “connections” between the Montana Early Learning Guidelines and other standards that exist for those educators. It is not our intent to compare but to illustrate different methods employed to express similar expectations. Programs have standards arranged by similar content areas and that children develop skills along a developmental continuum when adults apply the principles of developmentally appropriate practices. However, each document is written for a specific purpose and specific audience and also includes sections of guidance, directions principles and other specifics. For each complete document and complete information, we refer the reader to the Bibliography for each document.

By locating the Early Learning Guidelines in one document with the Head Start Performance Standards, the Early Childhood Knowledge Base and K-12 Standards, a professional can easily determine if and how each is related. For example: A Head Start teacher with a classroom of older four year olds may be concerned or curious as to what is expected in Kindergarten; or he/she may need to know what is expected in the early childhood field in Montana and how his/her performance fits in that system; or a Kindergarten teacher might be supported in efforts to transition a child to the classroom by reviewing standards and expectations from the various early childhood programs that a child attended; or a trainer or instructor could use this document to assist students to find real life examples of these standards and connections in practice observations.

Many other standards could have been included but size and ease of use were priorities. We refer people to the “Early Childhood Program Standards Comparison Document” published by our office in 2000 for other standards and how they compare to the Head Start Performance Standards. We also refer people to other useful documents and publications such as NAEYC Accreditation Standards and Caring for Our Children health standards.

Our intent is to illustrate connections between guidelines and standards across the early childhood field in Montana. We asked the questions: How do the Early Learning Guidelines align with Head Start Performance Standards and K-12 Standards? Are they all connected for best practices when teaching young children? How can professionals easily see that the Early Learning Guidelines are useful and based on established standards?

We welcome your comments and experiences when using this document and hope that it is a learning tool that is useful in visualizing our many connections across quality early childhood programs.

MONTANA EARLY LEARNING GUIDELINES

Montana's Early Learning Guidelines reflect what children need to know, understand, and be able to do by the time they reach kindergarten. They are written to address what adults can observe in children ages 3-5, and the ways they can support a child's individual development. The Guidelines are meant to be inclusive of all children and all of the settings in which they spend time before elementary school, whether that be at home, in a child care facility, at a Head Start program, in a preschool, or in any other setting. *Montana's Early Learning Guidelines* are a voluntary set of what some may call "child outcomes." They are meant to be used as a tool for early care and education practitioners, parents, elementary school teachers, or anyone else living and working with young children to recognize and support all children at the developmental level they exhibit. The Guidelines are not a diagnostic tool, an assessment tool, or a mandatory set of regulations.

Montana's Early Learning Guidelines are written with the concept of Developmentally Appropriate Practice as its base. Developmentally Appropriate Practice results from the process of adults making decisions about the well-being and education of children based on at least three important kinds of information or knowledge: what is known about child development and learning; what is known about the strengths, interests, and needs of each individual child; and knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful (NAEYC, 1996).

Knowing that development occurs at a unique pace for each individual child, the examples given to demonstrate what a child may know, understand, and be able to do are not meant to be exclusive nor exhaustive. While an adult may or may not observe some of these examples in an individual child, this does not suggest that the child is either advanced or delayed in his/her development. The examples are meant to clarify in the adult's mind what type of observable behaviors children may exhibit before they reach kindergarten. The purpose is to help the adult concentrate on ways to support optimal learning in the child.

Montana's Early Learning Guidelines are meant to facilitate certain outcomes for children, not to assess a child's progress or development.

For more information:

Department of Public Health & Human Services/Early Childhood Services Bureau, 406-444-1788, www.dphhs.mt.gov or 406-444-1400.

HEAD START PROGRAM

The Head Start Program, which is authorized under the Federal Head Start Act, provides grants to local public and private nonprofit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families, with a special focus on helping children develop the early literacy and numeracy skills they need to be successful in school. Intended primarily for preschoolers from low-income families, Head Start promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services. Head Start programs emphasize cognitive, language, and socio-emotional development to enable each child to develop and function at his or her highest potential. At least 10 percent of the enrollment opportunities in each program must be made available to children with disabilities.

Head Start engages parents in their children's learning and helps them in making progress toward their educational, literacy, and employment goals. The Head Start program also emphasizes significant involvement of parents in the administration of local Head Start programs. In 1995, the Early Head Start program was established in recognition of the mounting evidence that the earliest years, from birth to 3 years of age, matter a great deal to children's growth and development.

Head Start is administered by the Head Start Bureau of the Administration on Children, Youth and Families (ACYF). ACYF is a part of the Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS). Head Start program requirements are specified in federal law.

HEAD START PERFORMANCE STANDARDS

The *Head Start Performance Standards* are regulations establishing performance standards and minimum requirements with respect to health, education, parent involvement, nutrition, social, transition, and other Head Start services as well as administrative and financial management, facilities, and other appropriate program areas. These regulations define standards and minimum requirements for the entire range of Early Head Start and Head Start services, including those specified in authorizing legislation. Early Head Start and Head Start grantee and delegate agencies must comply with these requirements. Each program must conduct a program self assessment annually and every three years is reviewed by an outside federal team of trained reviewers to establish compliance.

Note: you will find the same or similar performance standards used repeatedly throughout the document in order to facilitate easy reference instead of having to flip back and forth between pages.

HEAD START CHILD OUTCOMES

The *Head Start Child Outcomes* are intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. *The Outcomes Framework* is composed of 8 general Domains, 27 Domain Elements, and

100 examples of more specific Indicators of children's skills, abilities, knowledge, and behaviors. The *Outcomes Framework* is based on the Head Start Program Performance Standards, Head Start Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of state agencies and professional organizations.

- The Domains, Elements and Indicators are presented as a framework of building blocks that are important for school success. The Framework is not an exhaustive list of everything a child should know or be able to do by the end of preschool. The Framework is intended to guide assessment of 3- to 5-year old children only, not for infants, toddlers and pregnant women enrolled in Early Head Start or Migrant Head Start programs.
- The Framework should guide agencies in selecting, developing or adapting an instrument or set of tools for ongoing assessment of children's progress. It is not intended to be used directly as a checklist for assessing children.
- Every Head Start program should have a well-balanced child assessment system, aligned with their curriculum that gathers data on children's progress in each of the 8 Domains of learning and development. In addition, because they are legislatively mandated, programs must gather and analyze data on 13 specific Domain Elements or Indicators in various language, literacy and numeracy skills.
- Information on children's progress on the Domains, Domain Elements and Indicators can be obtained from multiple sources, such as teacher observations, analysis of samples of children's work and performance, parent reports, or direct assessment of children. Head Start assessment practices should reflect the assumption that children demonstrate progress over time in development and learning on a developmental continuum, in forms such as increasing frequency of a behavior or ability; increasing breadth or depth of knowledge and understanding; or increasing proficiency or independence in exercising a skill or ability.

HEAD START PRISM QUESTIONS

The Head Start Act mandates that each Head Start grantee receive a full review at least once every 3 years, that each new program be reviewed after the completion of its first year (and then at least every 3 years thereafter), and that follow-up reviews be conducted for grantees that substantially fail to meet applicable standards. During an on-site review, a team of qualified reviewers, led by a team leader, assesses whether or not the Head Start program is in compliance with all statutory (i.e., Head Start Act and other applicable laws), regulatory (i.e., Performance Standards and other applicable Federal, state, and local regulations), and policy requirements.

The Program Review Instrument for Systems Monitoring (PRISM) is both a set of instruments and the process used to conduct Federal monitoring of Head Start grantees. PRISM was developed to integrate into the monitoring process the 1998 revisions to the Performance Standards, which reorganized the standards to reduce fragmentation and encourage holistic approaches to the delivery of quality services. PRISM organizes elements in the Performance Standards, other program regulations, and portions of the Head Start Act into **Core Questions**. Each Core Question addresses a set of related items and prompts the review team to assess whether the Performance Standards related to the Core Question are being met. Included are nine questions on the program services and partnerships that all Head Start grantees must implement. (Reviewers with primary responsibility for these

Core Questions are the **Service Reviewers**.) The remaining nine questions focus on the program systems that are in place to support delivery of services and partnership building. (Reviewers with primary responsibility for these Core Questions are the **Systems Reviewers**.)

The **PRISM Instrument** is the tool that review team members use to gather data to answer the Core Questions. The specific tools contained within the PRISM Instrument include:

- The set of 18 Core Questions;
- Guidance on conducting internal review team meetings;
- Guidance on conducting an initial meeting with grantee management and staff;
- Protocols for interviewing grantee staff, Head Start families, Policy Council and Governing Body members, and child care and other community partners; and
- Instruments and checklists for recording observations during visits to classrooms, homes, and other locations.

For more information:

Montana Head Start/State Collaboration Office, Mary Jane Standaert, Director, 406-444-0589, mjstandaert@mt.gov

Region VIII ACF Federal Office in Denver, Co, Deb Hedin, Program Specialist, 303-844-1154, dhedin@acf.hhs.gov

MONTANA EARLY CARE AND EDUCATION KNOWLEDGE BASE

The Montana Early Care and Education Knowledge Base includes nine key content areas that revolve around the core content area of Personal Dispositions with the content area of Cultural and Developmental Diversity embedded in every other area. The December 2004 version represents a complete update with major revisions recommended by the Early Childhood Higher Education Consortium, Career Development Advisory Board, and many dedicated teachers, directors, caregivers, trainers and others across Montana working in diverse settings.

Content areas delineate the knowledge, skills and dispositions desirable for early care and education practitioners working with children birth through age 8 and their families in a variety of settings (child care centers, preschools, Head Start and Early Head Start programs, family child care and group homes, Pre-K-3 public school classrooms, school-age programs, or private programs).

The Knowledge Base is developed around several assumptions which recognize that:

1. The expertise of the adults who work with children and their families are the keys to quality. This is impacted not only by training but also by developing personal attributes or dispositions. While dispositions are difficult to measure and often subjective, they critically impact the early childhood setting. In addition to reflecting upon their knowledge and skills, practitioners need to examine their own personal characteristics and to understand that these attributes are active, dynamic, always changing, and subject to growth. These dispositions were placed at the core of the Knowledge Base due to their importance and the impact these dispositions have on other content areas.
2. It is also recognized that cultural and developmental diversity impacts all other areas of the Knowledge Base. For this reason, cultural and developmental diversity is placed in the center with associated criteria being included in many content areas of the Knowledge Base.
3. Many roles and settings exist within the early childhood profession. Regardless of the role or setting, practitioners work with young children who have many similar needs. Therefore, one set of competencies was developed which is not separated by job location (e.g., home child care, public schools) or age of children (e.g., infant, school-age).
4. The Knowledge Base allows for differentiating assessment. It is presumed that with increased experience, training, and responsibility, early childhood practitioners will move toward more advanced knowledge, skills, and dispositions. However, it is also recognized that regardless of education and experience, practitioners will find that their skills, dispositions, and knowledge will vary based upon the criteria being assessed. For this reason, the Knowledge Base does not delineate a specific level of competence for any particular group (e.g., aides, teachers, directors). The Knowledge Base is not intended to assess where any particular individual "should be," but rather to identify where his/her abilities and skills currently lie and to serve as a comprehensive tool for goal-setting for future professional development.

For more information:

Montana Early Childhood Project, 406-994-4746, www.montana.edu/ecp

MONTANA K-12 STANDARDS

The Montana Board of Public Education is responsible for establishing and maintaining accreditation standards for all public schools in Montana. The effective operation of public schools is dependent upon this common set of expectations for what public schools should provide to local communities. The standards establish the foundation for a basic system of quality education for all Montana children, regardless of where they live. To that end, the accreditation manual includes standards to guide districts in such areas as: General Provisions; School Leadership; Educational Opportunity; Academic Requirements; and School Facilities and Records. Thus the standards provide the structure and organization to encourage a rich and positive learning environment. The Superintendent of Public Instruction and the Board of Public Education believe that basic academic requirements form the solid foundation for each school's education program. Such a foundation ensures Montana citizens that its public schools are providing all children with challenging academic expectations. These academic expectations are defined in the K-12 content and performance standards for all subject areas describing what all students should know, understand, and be able to do. Standards are the framework and foundation by which district, school, and classroom curricula are developed or revised, organized, implemented, and assessed, encouraging districts and teachers to place emphasis on critical areas of learning.

Currently, Montana does not have specific standards for grades K-3. The Content Standards listed in this document are general in nature and the benchmarks that apply to each standard begin at grade 4 and can be found on the OPI web site. Each school district is responsible for articulating standards for grades K-3.

For more information: Montana Office of Public Instructions (OPI), 888-231-9393, www.opi.mt.gov

MONTANA EARLY LEARNING GUIDELINES	HEAD START CHILD OUTCOMES (Domain, Domain Element, & Indicators)	HEAD START PERFORMANCE STANDARDS (Standard & Page #)	HEAD START PRISM QUESTIONS (# & Area)	MONTANA EARLY CARE & EDUCATION KNOWLEDGE BASE (Content Area & Page #)	MONTANA PUBLIC EDUCATION CONTENT STANDARDS
<i>Creative Arts</i>	<i>Domain: Creative Arts</i>	<i>Early Childhood Development and Health Services: Education and Early Childhood Development 1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Arts</i>
<p>1. Art Appreciation: Children express personal interests, ideas, and feelings through art and begin to share opinions about artwork and artistic experiences.</p> <p>2. Art Production: Children use symbols, elements such as shape, line, color, and texture, and principles such as repetition in art experiences.</p> <p>3. Art Elements: Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.</p>	<p>Domain Element: Art Indicators:</p> <ul style="list-style-type: none"> -Gains ability in using different art media and materials in a variety of ways for creative expression and representation. -Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic. -Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. -Begins to understand and share opinions about artistic products and experiences. 	<p>1304.21(a)(1)(i-iv) – page 60-63:</p> <p>(a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must:</p> <p>(i) Be developmentally and linguistically appropriate, recognizing that children have</p>	<p>#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family</p> <p>#11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?</p> <p>#12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum</p>	<p>Child Growth and Development – pg. 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families.</p> <p>Environmental Design – pg. 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and</p>	<p>The Arts</p> <ul style="list-style-type: none"> 1 – Create, perform/exhibit, and respond in the Arts. 2 – Apply and describe the concepts, structures, and processes in the Arts. 3 – Develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning. 4 – Analyze characteristics and merits of the student’s work and the work of others. 5 – Understand the role of the Arts in society, diverse cultures and historical periods. 6 – Make connections among the Arts, other subject areas, life, and

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<p>4. Music Appreciation: Children show enjoyment of music through facial expressions, vocalizations, and various movements.</p> <p>5. Music Production: Children produce vocal/instrumental music and rhythmic movements spontaneously and in imitation.</p> <p>6. Music Elements: Children begin to differentiate variations in tempo, dynamics, and types of sounds made by different classes of instruments (percussion, wind, and string).</p> <p>7. Drama Appreciation: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life</p>	<p>Domain Elements: Music & Movement Indicators: -Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. -Experiments with a variety of musical instruments. -Expresses through movement and dancing what is felt and heard in various musical tempos and styles. -Shows growth in moving in time to different patterns of beat and rhythm in music.</p> <p>Domain Element: Dramatic Play Indicators: -Participates in a variety of dramatic play activities that become more extended and complex. -Shows growing creativity and</p>	<p>individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.</p>	<p>selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option?</p> <p>#14 – Parent Involvement: How does the grantee provide parent involvement opportunities?</p> <p>#17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with</p>	<p>creative development both indoors and outdoors.</p> <p>Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults.</p> <p>Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and why of observing children</p>	<p>work.</p>

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<p>experiences. Young children enjoy telling stories through action, dialogue or both.</p> <p>7. Drama Production: Children create and direct complex scenarios based on individual and group experiences. Children create situations, arrange environments to bring their drama to life, assume roles, direct others and accept direction from others.</p> <p>8. Drama Elements: Children role play stories in books, poems and simple imaginary themes using elements of drama including character, place, theme or idea.</p>	<p>imagination in using materials and in assuming different roles in dramatic play situations.</p>	<p>(a)(4)(ii) pg.68 Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue.</p> <p>1304.21(a)(2)(i-ii) pg 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.</p> <p>1304.21(c)(1)(i-vii) – page 77-82: (c) Child development and education approach for preschoolers.</p>	<p>disabilities, for the conduct of all program activities?</p> <p>#18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?</p>	<p>and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.</p>	

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		<p>(1) Grantee, in collaboration with the parents, must implement a curriculum that:</p> <p>(i) Supports each child's individual pattern of development and learning;</p> <p>(ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;</p> <p>(iii) Integrates all educational aspects of the health, nutrition, and mental health services into program</p>			

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		activities; (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships; (v) Enhances each child's understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and (vii) Provides individual and small group experiences both indoors and outdoors.			

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<i>Language & Literacy</i>	<i>Domains: Language Development & Literacy</i>	<i>Early Childhood Development and Health Services: Education/Early Childhood Development 1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Literature, Reading, Speaking & Listening, Writing</i>
<p>1. Receptive Language: Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.</p> <p>2. Expressive Language: Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions,</p>	<p>Domain: Listening & Understanding Indicators: -Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. -Shows progress in understanding and following simple and multiple-step directions. -Understands an increasingly complex and varied vocabulary. -For non-English-speaking children, progresses in listening to and understanding English.</p> <p>Domain Element: Speaking & Communicating Indicators: -Develops increasing abilities to understand and use language to communicate information,</p>	<p>1304.21(a)(1)(i-iv) – page 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of</p>	<p>#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family?</p> <p>#11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?</p> <p>#12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum</p>	<p>Child Growth and Development – pg 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families.</p> <p>Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and creative development both</p>	<p>Literature: 1 – Construct meaning as students comprehend, interpret, analyze and respond to literary works. 2 – Recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works. 3 – Reflect upon the student’s literary experiences and purposefully select from a range of works. 4 – Interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.</p>

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<p>express feelings and solve problems.</p> <p>3. Phonological Awareness: Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.</p>	<p>experiences, ideas, feelings, opinions, needs, questions and for other varied purposes. -Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. -Uses an increasingly complex and varied spoken vocabulary. -Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. -For non-English-speaking children, progresses in speaking English.</p> <p>Domain Element: Phonological Awareness Indicators: -Shows increasing ability to discriminate and identify sounds in spoken language. -Shows growing awareness of beginning and ending sounds of words. -Progresses in recognizing matching sounds and rhymes in</p>	<p>development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.</p>	<p>selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children's social competence, including school readiness, for each identified program option?</p> <p>#14 – Parent Involvement: How does the grantee provide parent involvement opportunities?</p> <p>#17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with</p>	<p>indoors and outdoors.</p> <p>Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults.</p> <p>Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and why of observing children and the utilization of</p>	<p>5 – use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.</p> <p>Reading: 1 – Construct meaning as the students comprehend, interpret, and respond to what they read. 2 – Apply a range of skills and strategies to read. 3 – Set goals, monitor and evaluate their progress in reading. 4 – Select, read, and respond to print and nonprint material for a variety of purposes. 5 – Gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate the students' findings in ways appropriate for their purposes and audiences. Speaking and Listening: 1 – Demonstrate knowledge</p>

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<p>4. Print Awareness: Children acquire an understanding that print carries a message through symbols and words. Children learn to make the connection between sounds and letters (the alphabetic principle).</p>	<p>familiar words, games, songs, stories and poems. -Shows growing ability to hear and discriminate separate syllables in words. -Associates sounds with written words, such as awareness that different words begin with the same sound.</p> <p>Domain Elements: Book Knowledge & Appreciation, Print Awareness & Concepts, Alphabet Knowledge Indicators: -Shows growing interest and involvement in listening to and discussing a variety of fiction, non-fiction, and poetry. -Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. -Demonstrates progress in abilities to retell and dictate</p>	<p>1304.21(a)(2)(i-ii) – pg 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.</p> <p>1304.21(c)(1)(i-vii) – page 77-82: (c) Child development and education approach for preschoolers. (1) Grantee, in collaboration with the parents, must implement a curriculum that: (i) Supports each</p>	<p>disabilities, for the conduct of all program activities?</p> <p>#18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?</p>	<p>informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.</p>	<p>and understanding of the communication process. 2 – Distinguish among and use appropriate types of speaking and listening for a variety of purposes. 3 – Apply a range of skills and strategies to speaking and listening. 4 – Identify, analyze and evaluate the impacts of effective speaking and evaluative listening.</p> <p>Writing: 1 – Write clearly and effectively. 2 – Apply a range of skills and strategies in the writing process. 3 – Evaluate and reflect on the student’s growth as writers. 4 – Write for a variety of purposes and audiences. 5 – Recognize the structures of various forms and apply these characteristics to the student’s own writing.</p>

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	<p>stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p> <p>-Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.</p> <p>-Shows increasing awareness of print in classroom, home and community settings.</p> <p>-Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p> <p>-Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</p> <p>-Shows progress in recognizing the association between spoken and written words by following</p>	<p>child's individual pattern of development and learning;</p> <p>(ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success;</p> <p>(iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities;</p> <p>(iv) Ensures that the program environment helps children develop emotional security and facility in social</p>			<p>6 – Use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.</p>

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<p>5. Print Development: Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are: writing using scribble-like markings; writing using individual letter-like marks</p>	<p>print as it is read aloud. -Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. -Shows progress in associating the names of letters with their shapes and sounds. -Increases in ability to notice the beginning letters in familiar words. -Identifies at least 10 letters of the alphabet, especially those in their own name. -Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>Domain Element: Early Writing Indicators: -Develops understanding that writing is a way of communicating for a variety of purposes. -Begins to represent stories and experiences through pictures, dictation, and in play.</p>	<p>relationships; (v) Enhances each child’s understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and (vii) Provides individual and small group experiences both indoors and outdoors. 1304.21(a)(4)(i-iv) – page 68-70 (4) Grantee must provide for the development of each child’s cognitive and language skills by: (i) Supporting each child’s learning, using various strategies - experimentation, inquiry, observation, play and exploration;</p>			

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or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling; and writing using phonetic spelling.	-Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. -Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	(iii) Promoting interaction, language use among children and children and adults; (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.			
<i>Mathematics & Numeracy</i>	<i>Domain: Mathematics</i>	<i>EC Development and Health Services: Education/ EC Development 1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Mathematics</i>
1. Numeracy Relationships: Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood	Domain Element: Number & Operations Indicators: -Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. -Begins to associate number concepts, vocabulary, quantities and written numerals in	1304.21(a)(1)(i-iv) – page 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family?	Child Growth and Development – page 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children	Mathematics 1 – Engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections, and applications, and using appropriate technology. 2 – Demonstrate an understanding of and an

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<p>settings, community and nature).</p> <p>2. Classification & Comparison: Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.</p> <p>3. Pattern Recognition & Reproduction: Children learn to identify and describe patterns using mathematical language. They develop the ability to reproduce patterns they see and to create new ones.</p>	<p>meaningful ways. -Develops increasing ability to count in sequence to 10 and beyond. -Begins to make use of one-to-one correspondence in counting objects and matching groups of objects -Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to -Develops increased abilities to combine, separate and name "how many" concrete objects.</p> <p>Domain Element: Patterns & Measurement Indicators: -Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials. -Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. -Begins to make comparisons between several objects based</p>	<p>environment and with later responsibilities in school and life, grantee's approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that</p>	<p>#11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?</p> <p>#12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children's social competence, including school readiness, for each identified program option?</p> <p>#14 – Parent Involvement: How does the grantee provide parent involvement opportunities?</p> <p>#17 – Facilities, Materials, Equipment, and</p>	<p>and families.</p> <p>Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and creative development both indoors and outdoors.</p> <p>Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-</p>	<p>ability to use umbers and operations. 3 – Use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems. 4 – Demonstrate an understanding of shape and an ability to use geometry. 5 – Demonstrate an understanding of measurable attributes and an ability to use measurement processes. 6 – Demonstrate an understanding of and an ability to use data analysis, probability, and statistics. 7 – Demonstrate an understanding of and an ability to use patterns, relations and functions.</p>

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<p>4. Geometric Shapes & Directional Words: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within their physical environment.</p>	<p>on a single attribute. -Shows progress in using standard and non-standard measures for length and area of objects.</p> <p>Domain Element: Geometry & Spatial Sense Indicators: -Begins to recognize, describe, compare and name common shapes, their parts and attributes. -Progresses in ability to put together and take apart shapes. -Begins to be able to determine whether or not two shapes are the same size and shape. -Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. -Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.</p>	<p>supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.</p> <p>1304.21(a)(2)(i-ii) – page 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.</p>	<p>Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities?</p> <p>#18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?</p>	<p>chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults.</p> <p>Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.</p>	

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<p>5. Measurement Relationships: Children begin to use measurement instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance, weight, area, and time to real life situations in order to construct concepts of measurement.</p> <p>6. Problem Solving: Children build a foundation for solving problems by formulating questions and possible solutions individually and with others based on their observations and experiences.</p>	<p>Domain Element: Patterns & Measurement Indicators: See Mathematics Early Learning Guideline #3</p>	<p>1304.21(a)(4)(i-iv) – page 68-70 (4) Grantee must provide for the development of each child’s cognitive and language skills by: (i) Supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration; (iii) Promoting interaction and language use among children and between children and adults; and (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.</p> <p>1304.21(c)(1)(i-vii) – page 77-82:</p>			

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		(c) Child development and education approach for preschoolers. (1) Grantee, in collaboration with the parents, must implement a curriculum that: (i) Supports each child’s individual pattern of development and learning; (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; (iii) Integrates all educational aspects of			

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		<p>the health, nutrition, and mental health services into program activities;</p> <p>(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;</p> <p>(v) Enhances each child’s understanding of self as an individual and as a member of a group;</p> <p>(vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and</p> <p>(vii) Provides individual and small group experiences both indoors and outdoors.</p>			

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<i>Physical Development & Health</i>	<i>Domain: Physical Health & Development</i>	<i>Early Childhood Development and Health Services: Child Health and Developmental Services – 1304.20 & Early Childhood Development –1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Health Enhancement</i>
1. Personal Health & Safety Practices: While participating in physical activities, young children develop an awareness of health and safety practices that support the growth of a healthy lifestyle.	Domain Element: Health Status & Practices Indicators: -Progresses in physical growth, strength, stamina, and flexibility. -Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness. -Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting. -Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects,	1304.20(b)(3) – pg 48: (b) Screening for Developmental, Sensory, and Behavioral Concerns: (3) Grantee must utilize multiple sources of information on all aspects of each child’s development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child’s typical behavior. 1304.20(c)(1) – pg 49: (c) Extended Follow-up and Treatment:	#9a – Prevention and Early Intervention: How does the grantee implement a comprehensive system of services for preventing health problems, and intervening promptly when they exist? #9b – Health Care Tracking and Follow-up: How does the grantee track the provision of all child health and developmental services and ensure that follow-up services are received in a timely manner? #10 – Individualization: How does the grantee individualize the program	Child Growth and Development – pg 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-	Health Enhancement 1 – Have a basic knowledge and understanding of concept that promote comprehensive health. 2 – Demonstrate competency in a variety of movement forms. 3 – Apply movement concepts and principles while learning and developing motor skills. 4 – Achieve and maintain a challenging level of health-related physical fitness. 5 – Demonstrate the ability to use critical thinking and decision making to enhance health 6 – Demonstrate

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<p>2. Gross/Fine Motor & Sensory Development: Young children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.</p>	<p>substances and activities.</p> <p>Domain Elements: Fine Motor Skills, Gross Motor Skills Indicators: -Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer. -Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors. -Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paintbrushes, and various types of technology. -Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping. -Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing</p>	<p>(1) Grantee must establish a system of ongoing communication with the parents of children with identified health needs to facilitate the implementation of the follow-up plan.</p> <p>1304.20(e)(1) – pg 52: (e) Involving Parents: (1) Consult with parents immediately when child health or developmental problems are suspected or identified;</p> <p>1304.20(f)(1) – pg 54: (f) Individualization of the Program: (1) Grantee must use the information from the screenings for developmental, sensory, and behavioral concerns, the ongoing observations, medical and dental evaluations</p>	<p>of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family?</p> <p>#11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?</p> <p>#12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option?</p>	<p>emotional, cognitive, and creative development both indoors and outdoors.</p> <p>Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults.</p> <p>Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and</p>	<p>interpersonal communication skills to enhance health. 7 – Demonstrate health-enhancing behaviors.</p>

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<p>3. Movement Concepts: Young children begin to develop movement and sensory vocabulary and use it accurately. Young children apply movement concepts to motor skills by responding appropriately to:</p> <ul style="list-style-type: none"> -direction (front/back, side/side, left/right), -personal and general space, -effort and force (hard/soft), -speed and flow (fast/slow) and -sensory experiences (rough/smooth, hot/cold). <p>4. Self-Expression in Motor & Sensory Experiences: Young children seek out and participate in challenging physical activities, including sensory</p>	<p>balls, and using the slide and swing.</p>	<p>and treatments, and insights from the child’s parents to help staff and parents determine how the program can best respond to each child’s individual characteristics, strengths and needs.</p> <p>1304.21(a)(1)(i-iv) – page 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically</p>	<p>#13 – Family Partnership Building: How does the grantee engage in a process of collaborative partnership building with parents?</p> <p>#14 – Parent Involvement: How does the grantee provide parent involvement opportunities?</p> <p>#17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities?</p> <p>#18 – Child Outcomes:</p>	<p>why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.</p>	

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<p>experiences that support their growth in self-expression and social interactions with others.</p> <p>5. Respect for Differences: Young children begin to demonstrate an understanding and respect for differences among people during physical activities.</p>		<p>appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;</p> <p>(ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP);</p> <p>(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;</p> <p>(iv) Provide a balanced daily program of child-initiated and adult-directed activities,</p>	How has the grantee implemented requirements related to child outcomes?		

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		<p>including individual and small group activities.</p> <p>1304.21(a)(2)(i-ii) – pg 63-64 (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education;</p> <p>(ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.</p> <p>1304.21(a)(5)(i-iii) - page 71-73:</p> <p>(5) In center-based settings, grantee must promote each child’s physical development by: (i) Providing sufficient time, indoor and outdoor space,</p>			

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		<p>equipment, materials and adult guidance for active play and movement that support the development of gross motor skills;</p> <p>(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child’s developmental level;</p> <p>and (iii) Provide an appropriate environment and adult guidance for inclusion of children w/special needs.</p> <p>1304.21(a)(6) – pg 73:</p> <p>(6) In home-based settings, grantee must encourage parents to appreciate the importance of physical development, provide opportunities for children’s outdoor and indoor active play, and</p>			

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		<p>guide children in the safe use of equipment and materials.</p> <p>1304.21(c)(1)(i-vii) – page 77-82:</p> <p>(c) Child development and education approach for preschoolers.</p> <p>(1) Grantee, with the parents, must implement a curriculum that:</p> <p>(i) Supports each child’s individual pattern of development and learning;</p> <p>(ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school</p>			

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		<p>readiness and later school success;</p> <p>(iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities;</p> <p>(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;</p> <p>(v) Enhances each child’s understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and</p> <p>(vii) Provides individual and small group experiences both indoors and outdoors.</p>			

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<i>Science</i>	<i>Domain: Science</i>	<i>Early Childhood Development and Health Services: Education and Early Childhood Development –1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Science</i>
1. Formulation of Questions: Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests. 2. Prediction: Children will learn to predict answers and form hypotheses, the second step in the scientific method. 3. Experimentation: Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.	Domain Element: Scientific Skills & Methods Indicators: -Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships. -Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. -Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations. -Develops growing abilities to collect, describe and record information through a variety of	1304.21(a)(1)(i-iv) – page 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family? #11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities? #12 – Curriculum and Assessment: How has the grantee engaged in a	Child Growth and Development – page 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-	Science 1 – Design, conduct, evaluate and communicate scientific investigations. 2 – Demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems. 3 – Demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment. 4 – Demonstrate knowledge of the composition, structures, processes and interaction of Earth’s systems on other object in

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<p>4. Observation & Recording: Children will learn to observe and record findings, the fourth step in the scientific method.</p> <p>5. Formation of Conclusions: Children will learn to form conclusions, the fifth step in the scientific method.</p> <p>6. Communication of Results: Children will learn to communicate final results, the sixth step in the scientific method.</p>	<p>means, including discussion, drawings, maps and charts. -Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p> <p>Domain Element: Scientific Knowledge Indicators: -Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes. -Expands knowledge of and respect for their body and the environment. -Develops growing awareness of ideas and language related to attributes of time and temperature. -Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</p>	<p>individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.</p>	<p>process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option?</p> <p>#14 – Parent Involvement: How does the grantee provide parent involvement opportunities?</p> <p>#15 – Community Partnerships: How does the grantee take an active role in community planning and advocacy to improve the delivery of services to children and families?</p> <p>#17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that</p>	<p>emotional, cognitive, and creative development both indoors and outdoors.</p> <p>Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults.</p> <p>Observation and Assessment – page 48-50: Observation and Assessment includes understanding the how and</p>	<p>space.</p> <p>5 – Understand how scientific knowledge and technological developments impact society.</p> <p>6 – Understand historical developments in science and technology.</p>

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		<p>1304.21(a)(2)(i-ii) – pg 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education;</p> <p>(ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.</p> <p>1304.21(a)(4)(i-iv) – pg 68-70</p> <p>(4) Grantee must provide for the development of each child’s cognitive and language skills by:</p> <p>(i) Supporting each child’s learning, using various strategies including experimentation,</p>	<p>facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities?</p> <p>#18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?</p>	<p>why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.</p>	

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		<p>inquiry, observation, play and exploration;</p> <p>(iii) Promoting interaction and language use among children and between children and adults; and</p> <p>(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.</p> <p>1304.21(c)(1)(i-vii) – pg 77-82: (c) Child development and education approach for preschoolers.</p> <p>(1) Grantee, in collaboration with the parents, must implement a curriculum that:</p> <p>(i) Supports each child’s individual pattern of development and learning;</p> <p>(ii) Provides for the development of</p>			

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		cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities; (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships; (v) Enhances each child's understanding of self as an individual and as a member of a			

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		group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, positive attitudes toward learning; and (vii) Provides individual and small group experiences both indoors and outdoors.			
<i>Social-Emotional Development</i>	<i>Domain: Emotional Development</i>	<i>Early Childhood Development and Health Services: Education and Early Childhood Development 1304.21</i>		<i>Child Growth and Development, Environmental Design, Child Guidance, Curriculum</i>	<i>World Language</i>
1. Sense of Self: Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow	Domain Element: Self Concept Indicators: -Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences. -Develops growing capacity for	1304.21(a)(3)(i)(A-E) – pg 65-67 (3) Grantee must support social and emotional development by: (i) Encouraging development which enhances each child's	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child's unique characteristics, strengths, and needs, as determined in	Child Development – pg 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work	World Language 1 – Engage in conversation, provide and obtain information, express feeling and emotions, and exchange opinions. 2 – Understand and interpret spoken and/or

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<p>into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.</p> <p>2. Self-Regulation: Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others, and practice self-control.</p> <p>3. A Caring Community: Children learn to feel</p>	<p>independence in a range of activities, routines, and tasks. -Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</p> <p>Domain Element: Self Control Indicators: -Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. -Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. -Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</p> <p>Domain Element: Cooperation</p>	<p>strengths by: (A) Building trust; (B) Fostering independence; (C) Encouraging self-control by setting clear, consistent limits, and having realistic expectations; (D) Encouraging respect for the feelings and rights of others; and (E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.</p> <p>1304.21(a)(3)(ii) pg 68 (ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.</p>	<p>consultation with the family?</p> <p>#11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?</p> <p>#12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children's social competence, including school readiness, for each identified program option?</p> <p>#13 – Family Partnership Building: How does the grantee engage in a process of collaborative partnership</p>	<p>with young children and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-organized learning spaces for young children that promote physical, social-emotional, cognitive, and creative development both indoors and outdoors. Child Guidance pg 19-22 Child Guidance includes the ability to identify developmentally appropriate behavior and employ a variety of positive guidance strategies that promote self-regulation, respect for others, and meeting the needs of the group. Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that</p>	<p>written language on a variety of topics. 3 – Convey information, concepts, and ideas to listeners and/or readers for a variety of purposes. 4 – Demonstrate an understanding of the relationships between the perspectives, practices, and products/contributions of cultures studied, and use the knowledge to interact effectively in cultural contexts. 5 – Reinforce and increase his/her knowledge of other disciplines through world languages. 6 – Acquire information and perspectives through authentic materials in world languages and within cultures. 7 – Recognize that different languages use different patterns and can apply this knowledge to his/her own language. 8 – Demonstrate</p>

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<p>secure as they develop relationships of trust with adults and other children in their expanding world beyond the family. They begin to recognize social cues and become sensitive to others' feelings.</p> <p>4. A Pro-Social Environment: Children follow routines with increasing independence and handle variations without discomfort. They make their preferences known in increasingly mature ways and respond to adult guidance appropriately. Children begin to make friends and build relationships with both peers and adults.</p>	<p>Indicators: -Increases abilities to sustain interactions with peers by helping, sharing and discussion. -Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers. -Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.</p> <p>Domain Element: Social Relationships Indicators: -Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. -Shows progress in developing friendships with peers. -Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</p>		<p>building with parents?</p> <p>#14 – Parent Involvement: How does the grantee provide parent involvement opportunities?</p> <p>#17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities?</p> <p>#18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?</p>	<p>supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful/relevant interaction with a variety of materials, children, adults</p> <p>Observation/Assessment – page 48-50: Observation and Assessment includes understanding the how and why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment</p>	<p>understanding of the concept of culture through comparisons of the culture studied and his/her own. 9 – Apply language skills and cultural knowledge in daily life.</p>

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				to enhance growth and learning.	
<i>Social Studies</i>	<i>Domain Element: Emotional Development</i>	<i>Early Childhood Development and Health Services: Education and Early Childhood Development 1304.21</i>		<i>Child Growth and Development,, Environmental Design, Curriculum, Observation and Assessment</i>	<i>Social Studies</i>
1. Awareness of Time: Young children begin to understand the concept of time, including past, present, and future. They are able to recognize recurring experiences that are part of the daily routine. 2. Roles, Rights, & Responsibilities: Young children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.		1304.21(a)(1)(i-iv) – pg 60-63: (a) Child development and education approach for all children: (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee’s approach to child development and education must: (i) Be developmentally and linguistically	#10 – Individualization: How does the grantee individualize the program of child development and health services to meet each child’s unique characteristics, strengths, and needs, as determined in consultation with the family? #11 – Disabilities Services: How does the grantee ensure that individualized services are effectively provided to children with diagnosed or suspected disabilities?	Child Growth and Development – page 12-15: Child Growth and Development reflects knowledge and understanding of developmental stages, processes, theories and their implications for work with young children and families. Environmental Design – page 16-18: Environmental Design includes knowledge of how to create safe, attractive, inviting, and well-	Social Studies 1 – Access, synthesize, and evaluate information to communicate and apply social studies knowledge to real-world situations. 2 – Analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility. 3 – Apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement,

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<p>3. Places, Regions, & Spatial Awareness: Through exploration, young children learn that every place has its own unique characteristics. As they become aware of their bodies in space, they develop an understanding of how they are affected by, and the effect they have upon, the world around them.</p> <p>4. The Physical World: As young children explore the environment, they become aware of how people and the earth interact. By 4 and 5 years of age, children begin to understand how people use natural resources and change the earth for their own benefit. They develop an awareness of how to care for their physical environment and why it is important.</p>		<p>appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;</p> <p>(ii) Be inclusive of children w/disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;</p> <p>(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group</p>	<p>#12 – Curriculum and Assessment: How has the grantee engaged in a process of curriculum selection and/or development, implementation, and evaluation resulting in a written plan that supports the growth of children’s social competence, including school readiness, for each identified program option?</p> <p>#14 – Parent Involvement: How does the grantee provide parent involvement opportunities?</p> <p>#17 – Facilities, Materials, Equipment, and Transportation: How does the grantee ensure that facilities, materials, equipment, and transportation services, when they are provided, are safe, appropriate, and conducive to learning and</p>	<p>organized learning spaces for young children that promote physical, social-emotional, cognitive, and creative development both indoors and outdoors.</p> <p>Curriculum – page 30-47: Curriculum encompasses developmentally appropriate practice that supports physical, social-emotional, cognitive, and creative development with: a balance of adult and child directed activities; indoor and outdoor experiences; individual, small, and large group activities; blocks of uninterrupted time for children to engage in self-chosen activities; and meaningful and relevant interaction with a variety of materials, children, and adults.</p> <p>Observation and Assessment – page 48-50:</p>	<p>and regions).</p> <p>4 – Demonstrate an understanding of the effects of time, continuity, and change on historical perspectives and relationships.</p> <p>5 – Make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.</p> <p>6 – Demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p>

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<p>5. Recognition of Diversity: Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.</p> <p>6. Community Awareness: Young children began to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.</p>	<p>Domain Element: Knowledge of Families & Communities Indicators: -Develops ability to identify personal characteristics including gender, and family composition. -Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. -Develops growing awareness of jobs and what is required to perform them. -Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.</p>	<p>activities. 1304.21(a)(2)(i-ii) – pg 63-64: (2) Parents must be: (i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education; (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences. 1304.21(a)(4)(i-iv) – page 68-70 (4) Grantee must provide for the development of each child’s cognitive and language skills by: (i) Supporting each child’s learning, using various strategies- experimentation,</p>	<p>reflective of the different ages and stages of development of each child, including children with disabilities, for the conduct of all program activities?</p> <p>#18 – Child Outcomes: How has the grantee implemented requirements related to child outcomes?</p>	<p>Observation and Assessment includes understanding the how and why of observing children and the utilization of informal, authentic, and formal assessment techniques as a tool for curriculum planning, goal setting for individuals in partnerships with parents, and preparation of the learning environment to enhance growth and learning.</p>	

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		<p>inquiry, observation, play and exploration;</p> <p>(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;</p> <p>(iii) Promoting interaction and language use among children and between children and adults; and</p> <p>(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.</p> <p>1304.21(c)(1)(i-vii) – page 77-82:</p> <p>(c) Child development and education approach for preschoolers.</p> <p>(1) Grantee, in collaboration with the parents, must implement a</p>			

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		curriculum that: (i) Supports each child’s individual pattern of development and learning; (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities; (iv) Ensures that the program environment helps children develop			

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		emotional security and facility in social relationships; (v) Enhances each child’s understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, positive attitudes toward learning; (vii) Provides individual and small group experiences both indoors and outdoors.			

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